

## Comprehensive Final Report

### Part A: Career and Leadership Goals

#### Section A: Career Position and Leadership Goals Statement (1/2 to 1 page):

##### Position Goal:

1. Write a brief paragraph describing the career position(s) you would like to pursue.
2. Include positions that may lead to your ultimate career position. For example, you may desire to move up by holding positions such as grade-level or department chair, site council member, assistant principal, principal, and ultimately, superintendent.
3. Include a brief rationale for why you believe it important to move through these positions.

##### Leadership Goal –

1. Write one or more paragraphs describing why you want to lead. This goal addresses the purpose or motivation for leading versus obtaining a specific position. You should consider the following in developing this:
2. What do I hope to accomplish as a leader?
3. What educational needs underlie my motivation to lead?
4. What personal needs underlie my motivation to lead?
5. How did the accomplishments, during my internship, prepare me to lead school improvement?

##### Referenced Reading:

Martin, G (2005). *School Leader Internship*. Larchmont, NY: Eye on Education and any other readings completed during your Superintendent Certification Program.

Throughout this program, I have learned many skills that are applicable to my current position as well as help me understand the greater scope of decisions, laws, and policies that affect the entire district. This knowledge will help me in whatever path my career may take in the future. Currently, I am the Assistant Principal for Curriculum and Career and Technical Education at Little Cypress-Mauriceville High School. I enjoy working with teachers and students to improve teaching and learning on my campus. In the future, I would like to become a campus principal and then a district curriculum director or assistant superintendent for curriculum and instruction. Eventually, I would like to become a superintendent. I feel that I need to move through each of these steps for my own personal and educational growth and to help me see the big picture of all that happens in the district. I need to know and understand what happens at the campus level and what is required at lower levels of administration to be able to lead effectively.

I want to be a school leader because I believe that I have been called to serve students, teachers, and their families, and to do my part to make my community's schools the best they can be. I believe that an effective leader is a servant who sees no job as beneath them but who also knows how to delegate and help others discover their own capacity for leadership. As a leader, I hope to help teachers and administrators grow professionally, take risks, and discover talents they did not know they had. I want students to succeed and become productive members of society who contribute to improving and sustaining our communities. My motivation for leadership grows out of educational and professional needs. Educationally, I want to improve the education students receive in my school. I want to encourage best practices and give students and teachers every opportunity to learn and grow. Professionally, I want to continue to grow and learn. As I lead others, I am constantly learning. I learn how to motivate, inspire, handle conflict, build teams, teach, and apply law and policy.

Throughout my internship, I have learned many skills that will help me in future leadership positions. Interviewing elementary principals and studying their campuses has helped me gain another perspective that I did not have since all of my experience has been at the secondary level. Perhaps the most beneficial activity was my work with TASA in developing their *Field Guide*

*for the New Vision for Public Education in Texas.* In working with principals, assistant superintendents, and superintendents from across Texas and discussing what the implementation of this vision would look like on our campuses, I was stretched beyond my daily work, and I became excited thinking of ways I could use this knowledge when I became responsible for my own campus. In the end, when I was asked to help present the field guide at the TASA Mid-Winter Conference, I received yet another valuable experience in presenting to a larger audience and facilitating discussion of this important work. Of all of the great experiences I have had, this one was the most inspiring and the one that pushed me farther than any other.

## **Part B: Summarizing Leadership Experiences in each of the SBEC Superintendent Competencies**

### **Domain I—Leadership of the Educational Community – Competencies 1 - 4**

#### **Competency 1 Area:**

**The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.**

The ideas in Competency 1 affect all other competencies. In anything a superintendent does, he or she should be acting with integrity and ethically. This overarching principle is essential for any administrator. My activities in this area involved attending school board meetings, interviewing a retired educator, and working on the development of various interpersonal skills. In attending school board meetings, I observed the way the superintendent and board interacted. All communication was positive and professional and considered the best interest of the district and its students. I worked on interpersonal skills such as avoiding being defensive when challenged and encouraging others to participate when leading meetings. Throughout my internship, I focused on these skills and feel that I have made strides in developing better habits. This competency is extremely important to me, and it is my desire to always strive to act in this manner.

#### **Competency 2 Area:**

**The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.**

In order to grow and develop in this competency, I spent time working with various committees and leadership teams in the district. At times, I simply observed other leaders and how they led these meetings, building consensus and maintaining focus on the district's vision. In other meetings, I was the one responsible for leading. As part of my activities, I analyzed the school's vision and how it relates to the master schedule, and I met with the superintendent to discuss ways that the board, superintendent, faculty, and staff use assessment data. I participated in a meeting of district administrators, in which I observed the way the superintendent built consensus. I then used some of the skills I observed as I led the high school's CTE Core Analysis Team and Curriculum Committee to make decisions that would benefit students. To further develop my consensus-building skills, I attended a workshop with other district administrators on facilitating IEPs. This training focused on ways to build consensus in when facilitating IEP meetings.

Studying and understanding the school's mission helps to make it a part of everything I do. Keeping the mission woven through all that we do will help ensure that we reach our goals. I enjoyed interviewing and watching our superintendent as she interacted with administrators, board members, students, and community members. She is a master at building consensus and communicating vision. Each year, she unveils a theme during our district convocation. Every time she speaks to a group, whether it is a group of teachers, parents, or students, she refers to this

theme. It appears in all of her written communications as well. I learned a great deal about communicating vision simply by watching her.

### **Competency 3 Area:**

**The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.**

My activities in this competency involved both research time and activities involving parents and community members. In my research, I interviewed the district public relations coordinator regarding strategies for effective communication, reviewed the campus library for diverse texts, and compiled a list of social agencies available for support of students, staff, and their families. I observed the role of parents on the district site based committee, and planned and hosted a parent night for incoming ninth graders. Attending the community wide honors luncheon gave me a chance to see my superintendent in a very public arena as she co-hosted the event and worked with community leaders to honor the county's honor graduates. Finally, my activities in this competency culminated with a television interview. I was grateful that I had spent time visiting with the public relations coordinator when I was faced with having to speak to the media on camera. It was my desire to communicate to the media, and thus the community, that we are sensitive to what community leaders tell us they need in a graduate, and we are taking steps to ensure that our graduates are prepared for the workforce. While I was terribly uncomfortable being on camera and had very little time to prepare for the interview, I was able to do it, and once the interview started, felt comfortable in articulating what I wanted to say. Several people, including my campus principal, said that I did a great job, and they were very pleased with my interview. While I don't think I will be ecstatic the next time the media calls, I won't be filled with dread like I was this time.

### **Competency 4 Area:**

**The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.**

As part of this competency, I interviewed the superintendent to discuss her job description and evaluation instrument. I also attended several school board meetings and observed the way the superintendent worked with the board. Our superintendent makes board communication a priority, spending 8-40 hours each week communicating with board members. Because she believes board communication is very important, she had developed her own evaluation instrument, going above and beyond what the board has asked. She puts a great deal of work into the evaluation instrument, detailing all aspects of the district. Dr. Hargrove did tell me that she knows she has created an instrument that most people would not want to undertake, and she knows she will need to scale it down before she retires so that a new superintendent will not be saddled with that great undertaking. I was very impressed by the openness and communication Dr. Hargrove has with the board. I know that when I become a superintendent, I will seek to develop open lines of communication with all board members.

## **DOMAIN II—INSTRUCTIONAL LEADERSHIP – COMPETENCIES 5 - 7**

### **Competency 5 Area:**

**The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.**

Several conferences and training opportunities were a part of my activities in competency five. I attended the Texas Assessment Conference with the district's Director of Secondary Curriculum and Instruction. At this conference, I learned a great deal about the new STAAR assessment and the future of state accountability. When we were not in sessions, we spent a great deal of time discussing what changes would need to take place on our campuses in order to be successful with this new assessment. In response to our learning at this conference, I spent time in curriculum planning with math, science, social studies, and English teachers at the middle school and high school levels. The goal of these meetings was to develop a vertically aligned curriculum that addressed readiness and supporting standards at the level they would be assessed. I also participated in Response to Intervention training, which was an integral part of my research into improving the RtI process at the high school. Discussions with elementary principals on their implementation of RtI also helped me see the big picture of RtI across the district and how it could be aligned. To complete activity 13, supervising a co-curricular activity, I took on the responsibility of working with our representatives for Youth Leadership Southeast Texas to attend their leadership conference, plan and execute their community service project, and present their project to their community mentors. This was one of the highlights of the year, as I got the opportunity to spend a great deal of time with these outstanding students, but the logistics of permission slips, transportation, and all of the paperwork involved with taking students off campus was a little daunting. Teacher appraisals, a staffing meeting for a special education student, and developing a campus schedule rounded out my activities in this area. This is an area where I already feel very comfortable, due to my current responsibilities, and I enjoyed furthering my education in this area.

### **Competency 6 Area:**

**The superintendent knows how to advocate, promote, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.**

I spent a great deal of my time in research for this competency. I reviewed board policy on technology, reviewed discipline numbers, and analyzed district test results. I spent time with teachers discussing ideas for improving our campus test scores, and these meetings led to my development of a TAKS Blast, an intensive campus-wide TAKS focus for the 10 weeks before the test. Activities included a vocabulary word of the day, TAKS blast video quizzes on Fridays, with prizes awarded, and allowing students to text in their answers to TAKS questions that would show on the screens in the cafeteria during lunches. Finally, I attended a STAAR workshop with

district administrators and planned for ways to implement new strategies. This was a successful program, and we were rewarded with the campus' highest scores ever. I have already made plans to work with the teachers to continue this program next year.

#### **Competency 7 Area:**

**The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.**

I reviewed policy and discussed hiring practices with district administrators. I also participated in staff evaluations and staff development. One of the highlights of my internship experience was working with TASA on developing the Field Guide for Implementing the New Vision for Public Schools in Texas. In addition to completing the field guide, I was chosen to help present this document at the TASA Mid-Winter Conference. This was my first opportunity to present a professional development session at such a large event, and I was nervous but excited for the opportunity. I was a part of two smaller sessions in which I helped facilitate discussion and answer questions about the document. Then, I was a part of a longer, two-hour session, in which we presented the document to administrators, facilitated discussion, and helped them see what the new vision would look like in their districts. This was an exciting time, and I learned a great deal about presenting professional development on a large scale at a statewide conference. I learned that it is imperative to allow input from participants and break up the longer sessions with time for discussion or activities. I also learned that a two-hour session can go by very quickly, and presenters must be able to adjust their timing in the middle of the presentation to make sure every part gets covered. This activity did much to build my confidence in and understanding of providing professional development.

### **DOMAIN III—ADMINISTRATIVE LEADERSHIP – COMPETENCIES 8 – 10**

#### **Competency 8 Area:**

**The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology application.**

Time in this competency was spent in learning more about educational technology through attending technology meetings, reviewing policy on technology, and interviewing the district technology coordinator. I also reviewed budgets and learned a great deal about the budgeting process. I spent time with other district administrators discussing attendance policies and participated in a PEIMS audit in which I learned a great deal about how student accounting procedures affect state funding. I worked with other administrators on revising and editing campus policies and handbooks. We talked about streamlining the handbooks so they are more easily accessible and understandable. The discussion was that a well-written broad policy could be better than a very specific policy. That way, the administrators do not need to think of every situation that can arise, and we can avoid the problem of a student doing something that should not be done, but is not expressly forbidden in our policy. Also, as part of this competency, I am working on compiling a list of professional books for my library. This will be an invaluable resource, as I enjoy reading and learning as much as I possibly can.

#### **Competency 9 Area:**

**The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.**

This competency is one in which I had very little experience. I look forward to gaining more understanding of this area. I met with the district maintenance director to discuss plans for the future development or remodeling of the campus. I realized that he, the superintendent, and business manager must walk a fine line between maintaining a safe environment for learning, making our campuses the best that we can, and avoiding putting too much money into facilities that need to be replaced with a future bond issue. This is not an easy task, considering that a bond issue does not seem to be feasible in the current economy, but our facilities are getting worse. I also spent time in this domain observing and talking to food service workers and reviewing food service and transportation policies. Although the areas of food service and transportation are not always what come to mind first when thinking of education, they are two very large, very important programs in any school district. I learned a great deal about what goes in to each of these areas, and I look forward to learning even more. I will make learning about these areas a part of my professional growth in the future.

#### **Competency 10 Area:**

**The superintendent knows how to apply organizational, decision-making, and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.**

I worked with students, administrators, and community members to accomplish my activities in this competency. I participated in several interviews with students to discuss their educational and career plans and helped them make decisions about their educational goals. I worked with the high school principal to restructure our team leader practice, and as part of the new program, developed four grade level teams who will then send representatives to a campus leadership team. I also interviewed members of the community who were on both sides of the bond issue. This helped me gain a greater understanding of both sides of this issue.

One of the highlights of my internship experience was working with TASA on developing the Field Guide for Implementing the New Vision for Public Schools in Texas. My work with this team involved spending a great deal of time with TASA staff and school administrators from districts across Texas. We discussed what full implementation of the Visioning Network's vision would look like in school districts, and steps districts could take to achieve this vision. I received a rich personal and professional growth experience simply by being a part of these discussions. I was also able to bring this document back to my own district and present it to the district administrators. I am quite proud of the finished product and grateful for the opportunity I had to complete it.

### **Part C: CARE Model Analysis of District/Campus Improvement Initiatives or Action Research Plans**

I was involved in an initiative to re-evaluate the way we use team leaders on our campus. Throughout the district, stipends for team leaders constitute a great deal of money, but our team leaders have not always been successful leaders. In evaluating what we should do with our team leaders, we discussed several options. We could either leave them as they were, choose new leaders for our current teams, or completely change the way we look at teaching teams.

My campus is fortunate to have many forward thinking, innovative teachers. These teachers are natural leaders, even though they have not been given a specific position of leadership. We currently have team leaders assigned to each subject area, but these are often simply the teachers who have the most seniority, and although some do an excellent job, they are not all effective leaders. As I talked with my principal and other administrators, we decided to change the way we arrange our teaching teams. I have wanted to create cross-curricular leadership teams for some time, so this year, we will arrange our teachers into grade level teams. Teachers who teach multiple grade levels will be spread evenly across teams, with representatives from each subject area. The teachers on these teams will nominate leaders who will represent them on a campus leadership team. We will build into the team a system of rotating leaders on a two-year

cycle so that all of those with a talent for leadership have a chance to lead. The campus leadership team will be made up of two teachers from each grade level team, the principal, the librarian, a paraprofessional representative, and the assistant principal for curriculum. We will dedicate Tuesday mornings each week for either a campus leadership team meeting or grade level team meetings.

The purpose of this reorganization is to give teachers an opportunity to hear ideas from their colleagues who teach in other disciplines, and to give teachers who have a gift and desire for leadership an opportunity to lead. The goal of this new leadership team is to bring unity to the campus and develop a culture of professional growth that will lead to new and innovative instructional techniques. As we move into a new testing system with STAAR and try to do more with less in the current budget climate, it is our desire to bring in new ways of thinking about education.

Each month, as we meet with the leadership team, we will evaluate its effectiveness.

Administrators will meet with the grade level teams to make sure that they are being effective and accomplishing the tasks that we desire, and we will allow for teacher evaluation of the system at semester and year end.

Making changes such as this is not always an easy task, and there is always a small part of me that wonders if it will really work. On the other hand, I find myself becoming really excited about the prospect of generating new visions for teaching and learning on my campus. I enjoyed being a part of this campus improvement initiative, and I look forward to being a part of these new learning communities and the improvements they will bring to our campus.

## **Part D: Reflections on Reflective Leadership**

Reflection is a valuable leadership skill that took me some time to learn. I tend to work very hard at one task and then quickly move on to the next pressing task. Reflection takes time. It requires stopping, and I feel the pull of the next activity weighing on me and distracting me. The time and thought necessary for true reflection requires a commitment to improvement. I have come to realize that this commitment is worth the time it takes. Slowing down and reflecting on the task I have just completed helps me to improve as a leader. Through reflection, I learn what works well and what needs to be changed. I see mistakes that I have made and learn ways to avoid making those same mistakes again. Often, taking the time to reflect before rushing to the next task helps me to avoid potential pitfalls in the next task.

Throughout the course, I often felt rushed to complete assignments, and taking time for reflection often seemed frustrating. It was through these reflections, however, that I learned how much I did not know. I often went back and adjusted my assignments after my reflections because I realized that I had left out an important element or that I needed to go back and revisit a concept that I did not fully understand. I found this to be especially true in the finance course. I found some of the concepts confusing or difficult to understand, and reflecting on my assignments gave me the opportunity to organize my thoughts and flesh out what I needed to study further. I also found great benefit in reflecting on my superintendent interview in the School Superintendent class. The interview lasted for over two hours and was one of the most enriching experiences from the program. I took so many notes and gained so much information from that interview that it was not until I reflected on the experience that I was able to sort out all of the details and see the bigger picture of what I learned. This was true of so many other assignments and activities as well. In the assignment in which we looked at our school building in light of the current requirements, I went through the survey and answered all of the questions. I thought I had an idea about the worst problems on our campus, such as small size, not enough electrical outlets, etc. I also thought that the survey was proving my thoughts to be accurate. However, as I began to really read through the results of the survey and reflect on the activity, I realized that school safety and security was our biggest issue, with too many entrances and difficulty monitoring who walks onto campus. Through this reflection, I learned that we cannot simply work from our observations and assumptions; we must look at the facts. In all of my assignments, reflection allowed me to organize my thoughts and determine what I learned and what I needed to study further.

Posting my reflections to the blog made for more honest reflections. Knowing that others in my cohort would see my reflection made me work harder at making sure I really slowed down and took the time necessary to truly reflect and not just recap what I had done. Reflecting in public includes an element of accountability and community that is not present in a private reflection. I also learned a great deal from reading the reflections of others. Often, I would learn something through a cohort member's reflection that I did not see in a reading or activity when I completed it on my own. This community aspect of blogging is an added benefit that a regular journal would not provide.

Reflecting on campus-supervised activities through logs helped me to really learn from the activities rather than simply completing them. Especially in activities in which I reviewed policy, reflecting on what the policy would look like when implemented gave me a much greater insight than simply reading the policy. For example, when I reviewed policy on transportation, I learned that the district is only required to provide transportation to students who live further than two miles from the school. At first glance, this did not seem unreasonable, but as I really thought about it, I began to think of what my son looks like as I drop him off at middle school every morning. Carrying a backpack full of books, his athletic bag, and his trombone, he barely makes it from the parking lot to the building. Imagining him carrying all of this and walking two miles in the heat of August or in the rain put a new perspective on that policy, and I realized that the superintendent must consider how implementing this would affect the district's students. Another portion of my internship activities involved attending school board meetings. As I reflected on these meetings, I was able to see the ways that what I learned from my superintendent in our interviews was put into action in the meetings. Reflection helped me piece together these two activities and see more than I would have seen in simply attending the meetings. Finally, the most beneficial reflection came from my activities in curriculum leadership and consensus building. As I reflected on my leadership activities in this area, I realized that I have room for growth in boldly facing conflict. I do not enjoy conflict, and I am working to realize that it can be beneficial. I am learning to have tough conversations. Had I not taken time to reflect on these meetings, I may not have realized this weakness in myself. Taking the time to reflect has given me an area for personal and professional growth.

The pre- and post-course assessments provided an excellent opportunity for reflection. As I thought about what I already knew and understood, I often realized that I had a good foundation and felt well prepared to begin the course. At other times, however, I recognized that I still had a great deal to learn. Reflecting at the end of the course through post-course assessments helped me see how much I had learned and encouraged me in my learning. Sometimes, I learned that I still needed to study some concepts, and this helped focus my study for the superintendent exam. For other course assessments, I would return to the graded assessment and reflect on questions that I missed, and try to understand why I missed the question. Assessments provide a great opportunity for reflection, and I will encourage our teachers to use assessment as a tool for helping students reflect on their learning.

The ability to reflect and learn from reflection is a valuable skill I will take from this superintendent preparation program. I understand the value of reflection and how it can be used to guide future decisions and professional growth. I will make reflection a regular part of my work in the future. I know that in order to maintain this commitment, I will have to schedule time for reflection, or I will push it aside as the school year gets busy. I have enjoyed blogging as a means of reflecting, as it is readily available to me on my computer, my phone and my iPad. Blogging also provides an element of accountability and honesty in reflection, as it is a public platform. Finally, through blogging, we are able to interact with others, help each other to reflect, and learn from a greater community. For these reasons, I will continue to use reflective blogging as a means for personal and professional growth. I will also schedule regular times with teachers to help them to reflect on their own work and on our work as a group. I now recognize the value of reflection, and it will continue to be a part of my personal and professional life.



### Year One

<b>Goal 1</b>	<b>TEXES Competency and Domain</b>  Domain 1 Competency 3	<b>Objective</b> Develop boldness in dealing with conflict.	<b>Course Work/Book/Workshops</b>  <i>Courageous Conversations About Race</i> <i>Fierce Conversations: Achieving Success at Work and in Life</i> <i>One Conversation at a Time</i>	<b>Mentor Professional Support</b> Dr. Pauline Hargrove Dr. Terri Estes	<b>Date of Completion</b>  6/1/12	<b>Evaluations</b> I will keep a reflective journal for documentation and for reflecting on my development in these areas.
<b>Goal 2</b>	<b>TEXES Competency and Domain</b>  Domain 3 Competency 10	<b>Objective</b> Collaborate with teachers to create professional learning communities and boldly lead in this endeavor using appropriate strategies for leading and working with others.	<b>Course Work/Book/Workshops</b>  Look for workshops in Regions IV or V	<b>Mentor Professional Support</b> Dr. Hargrove Dr. Estes	<b>Date of Completion</b>  6/1/12	<b>Evaluations</b> Documentation of successful meetings with PLCs and other teacher groups.

### Year Two

<b>Goal 3</b>	<b>TEXES Competency and Domain</b>  Domain 2 Competency 6	<b>Objective</b> Implement and support programs to address cultural issues and achievement gaps among sub populations.	<b>Course Work/Book/Workshops</b>  <i>Courageous Conversations About Race</i>  Look for workshops at Region IV or	<b>Mentor Professional Support</b> Dr. Pauline Hargrove Dr. Terri Estes Stacey Brister	<b>Date of Completion</b>  6/1/2013	<b>Evaluations</b> Improvement in test scores for African American and Economically Disadvantaged Subpopulations
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<b>Goal 4</b>	<b>TEXES Competency and Domain</b> Domain 3 Competency 8	<b>Objective</b> Apply legal concepts, regulations, and codes as required in reference to budgeting and personnel.	<b>Course Work/Book/Workshops</b> <i>Texas Law Conference</i>	<b>Mentor Professional Support</b> Dr. Pauline Hargrove Dr. Terri Estes	<b>Date of Completion</b> 6/1/2014	<b>Evaluations</b> <i>Attendance at conference and increased understanding of updated laws, policies, and codes.</i>

### Year Three

<b>Goal 5</b>	<b>TEXES Competency and Domain</b> Domain 1 Competency 3	<b>Objective</b> <i>Continue to develop CTE Advisory Committee involving staff, parents, community leaders. Committee should be fully developed and functioning by this time.</i>	<b>Course Work/Book/Workshops</b> “Advisory Committee Information” from ESC V ESC V Workshops	<b>Mentor Professional Support</b> Candyce Tompkins, ESC V Dr. Terri Estes	<b>Date of Completion</b> 6/1/2014	<b>Evaluations</b> Minutes from CTE Advisory Committee Meetings
<b>Goal 6</b>	<b>TEXES Competency and Domain</b> Domain 3 Competency 10	<b>Objective</b> <i>Learn to use political influences to benefit the educational organization and encourage and facilitate</i>	<b>Course Work/Book/Workshops</b> <i>TASA’s Field Guide for Implementing a New Vision for Public Education in Texas</i> <i>TASA Mid-</i>	<b>Mentor Professional Support</b> Dr. Pauline Hargrove Dr. Terri Estes	<b>Date of Completion</b> 6/1/2014	<b>Evaluations</b> <i>Campus and district progression on the field guide matrix toward implementation of the vision. Attendance and notes from Mid-</i>

		<i>positive change.</i>	<i>Winter Conference</i>			<i>Winter Conference</i>
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